

Usefulness of Edublog as e-Learning Tool to Enhance Teaching and Learning Process in Secondary Social Studies of Zone II Division of Zambales

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Abstract:

Background/Objectives: This study was focused on appraised usefulness of Edublog as e-learning material/tool to enhance the teaching and learning of Secondary Social Studies in Zone II Districts of Zambales, Philippines. The aspects and features of usefulness of the educational tool focused on Content, Format, Presentation and Organization and Usability. The study was conducted during the 3rd quarter of the school year 2021-2022.

Methods/Statistical analysis: The study utilized a descriptive quantitative research design; survey questionnaire as research instrument; and descriptive and inferential statistics for analysis of data. The grades of the students in Social Studies Grade 7 in 2nd Quarter and 3rd Quarter school year 2021-2022 were secured as data for determination of the effectiveness of the Edublog.

Findings: Results revealed that the academic performance of the students improved after the utilization of Edublog in Social Studies from Approaching Proficient to Proficient. The finding of the teachers' appraisal on the usefulness of the Edublog was Very Useful in terms of Content, Format and Presentation and Organization. The Edublog was useful in terms of its Usability. The ANOVA computation revealed a no significant difference on the appraised usefulness of Edublog in Social Studies lesson.

Improvements/Applications: The researchers recommended to Social Studies teachers and Department Heads to include in their Learning Action Cell (LAC) session the development of more enhanced and improved features of the Edublog in Social Studies. School Heads/Principals and Education Specialist/Curriculum Planners of the Division of Zambales may conduct Training-Workshop on capacity building among teachers aimed to develop innovative educational tool and pedagogical approaches.

Keywords: Usefulness, Edublog, e-Learning Tool, Enhanced Teaching and Learning Process, Secondary Social Studies

1. Introduction

The pandemic has challenged the educational system to alter the delivery of instruction from the

traditional face-to-face into distant learning, modular and online. This sudden paradigm shift posited a lot of concerns particularly in the integration of technology in social studies curriculum [1]. Pedagogical and technological adaptations

have proven to be pivotal as the traditional lecturing in-person do not translate to a remote learning environment [2]. The growth of technology and the increasingly broad range of actors providing online learning means that can deliver learning opportunities anywhere at any time [1].

The Department of Education (DepEd) released the Basic Education Learning Continuity Plan (BE-LCP) which serves as the blueprint to what and how education would be during the crisis, along with the Most Essential Learning Competencies (MELCs). These plans are anchored on the 'Sulong Edukalidad' (Advancement of Quality Education) framework which modified the curriculum and became the basis of the Philippine education aligned in the present situation of the country. Department of Education Secretary Leonor M. Briones encouraged stakeholders to innovate and act together amidst the pandemic. The education chief then dared everyone to strive for innovation and transformation to adapt to the changing education and learning environments and needs in the 21st century [4].

Teachers had to quickly reimagine human connections and interactions to facilitate learning. The role of teachers is rapidly evolving becoming in many ways more difficult than when learning took place only in person. Utilization of e-learning are the best aid in students' knowledge acquisition, helping critical thinking and skills' development. Optimizing it may promote quality remote learning so that learning in the 21st century can be actualized. Pandemic has become a catalyst for technological upgrades and innovations in learning resources and platforms. In the field of education, blogs used for teaching and learning purposes, also called Edublog, have also gained some popularity and are gradually being used to promote learning through new Information and Communications Technologies (ICT) or e-learning [5].

Very little is known about educational blogs (Edublogs) as an e-learning tool in terms of usefulness and effectiveness in teaching and learning in Social Studies most particularly in the Division of Zambales. With this argument, a major gap in the research is established that requires more investigation. Nevertheless, this research proposal was chosen because, as mention earlier, it potentially useful to promote teaching and learning opportunities amidst COVID19 pandemic.

This research study will give more opportunities to Social Studies teachers to enhance their instructional pedagogy and prepare and/or improvise innovative educational tool in teaching the discipline towards improved students' academic performance. This e-learning media reinforces the needs of the students during the distance/remote learning most especially in the development of students' analytical thinking and increases learning to a higher level. The educational planners/specialists, and administrators need reliable information about the

usefulness of this e-learning media for Social Studies teaching and its effectiveness in teaching during distance/remote learning. Moreover, they would focus on professional development of Social Studies teachers, through capacity building about the different e-learning media and technology as a tool/mode in enhancing teaching and learning process. The present study would also serve as a foundation which is helpful in conceptualizing parallel studies.

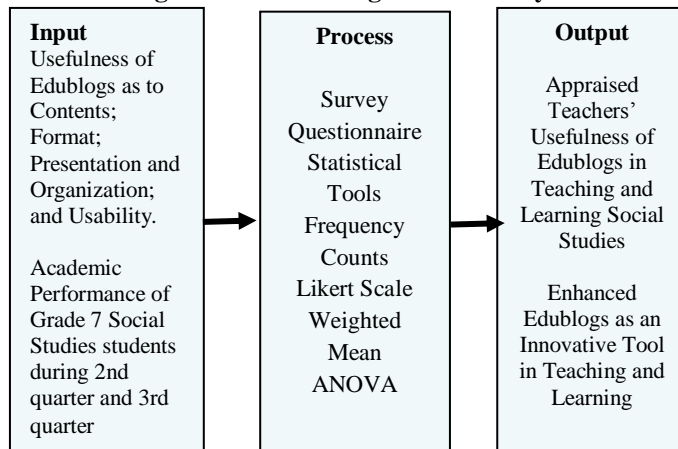
2. Objectives of the Study

This study aimed to determine the usefulness of Edublog as a tool to enhance teaching and learning process in Secondary Social Studies of Zone 2, Division of Zambales during the school year 2021-2022. The results of the study served as the basis in the development of more enhanced mode of teaching Social Studies. Specifically, it sought to answer the following questions:

1. What is the performance of the junior high school students in Social Studies in 2nd Quarter?
2. What is the performance of the junior high school students in Social Studies in 3rd Quarter?
3. How may the teacher-respondents appraise the usefulness of Edublogs for Secondary Social Studies in terms of Contents, Format, Presentation and Organization, and Usability?
4. Is there a significant difference on the appraised Edublog for Social Studies lessons?
5. What enhanced Edublog for Secondary Social Studies can be developed based on the result of appraised usefulness of the e-learning material?

The Input of variables include Level of Usefulness of Edublog in terms Content, Format, Presentation and Organization and Usability and the Academic Performance of Secondary Social Studies students during 2nd quarter and 3rd quarter. Process box indicates the utilization of questionnaire as the main tool in data gathering. Frequency, percentage, weighted mean and ANOVA using the SPSS software were used to analyze and interpret the data gathered.

Figure 1. The Paradigm of the Study



Appraised usefulness of edublog as an innovative e-learning material/tool in enhancing teaching and learning process in Social Studies is the expected output of the study.

3. Methodology

This research used a descriptive research design in which the analysis is quantitative. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon [6]. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations [7]. The research described the result of evaluation on the usefulness and effectiveness of Edublog as an e-learning material/tool to enhance teaching and learning in Secondary Social Studies, Zone 2 Division of Zambales.

The respondents of the research study were Social Studies Teachers of Secondary Schools located in Botolan, Iba and Palauig Districts of Zone 2, Division of Zambales. A purposive sampling was used in this study since only faculty members teaching Social Studies were utilized to ensure a wide and in-depth assessment of the e-learning material used. All available Social Studies teachers in Zone 2 were included. This study had a total population of one hundred and six (106) respondents.

A total of sixteen (16) schools included as school respondents distributed as follows: two (2) public secondary schools from Palauig District; 3 schools from Iba District; and 11 public secondary schools from Botolan District.

The instrument used in the study was a survey questionnaire. According to Sapsford & Jupp (2006 in Lazo & de Guzman [8] and Dizon, de Guzman, Uy & Ganaden [9], questionnaires are a useful option to consider when conducting a survey and can be either devised by the researcher or they can be based upon some ready-made index. For Fox & Hunn (2009 in Catacutan & de Guzman, [10] and de Guzman & Ecle [11]) questionnaire is a set of

closed and open-ended questions used to collect data and can be administered face-to-face by an interviewer, over a telephone, on the web or by self-completion. In the preparation of the survey questionnaire, the researchers conducted literature reviews to identify the items/indicators of the research instrument. The items/indicators of the questionnaire were based and patterned from the studies conducted by Hou, et al. [12], Lazo & de Guzman [8] and Schools Division Memo No. 441, s. 2019, Guidelines and Processes for LRMS Assessment and Evaluation of Locally Developed and Produced Materials. The survey questionnaire of the study was intended to appraise the usefulness of Edublog in Social Studies in term of its Content, Format, Presentation and Usability. The respondents assessed the indicators using a four-point scale from 4 (Very Useful), 3 (Useful), 2 (Slightly Useful), and 1 (Not Useful).

The research instrument was subjected to validity and reliability tests. Since the instrument is a researcher's made, it was submitted to the research adviser and experts in the field. Their corrections, comments and suggestions were highly considered in finalizing the instrument. A pilot test was conducted among sixteen (16) teachers of San Isidro Elementary School (Junior High School Department), Zone 2, Division of Zambales to ensure that the survey instrument was clear in its objectives and instructions and could be easily completed by the respondents. The data obtained from the pilot test were subjected to computation of Cronbach's alpha values. The values were as follows: Content (0.925); Format (0.921); Presentation and Organization (0.941); and Usability (0.931) which were all interpreted as 'Excellent'.

First that was undertaken in the process of data collection and the conduct of distribution of survey questionnaire to the teacher-respondents was to secure a written permit and/or endorsement from the Schools Division Superintendent of DepEd Division of Zambales. The administration of the instrument was conducted on the third quarter of the school year 2021-2022. The researchers personally administered the survey instrument to the Social Studies teacher participants, and strictly followed health protocol. For a smooth administration of the survey instrument, the objectives of the study were discussed to the teacher respondents and their responses were treated with utmost confidentiality. The statistical treatment of this research study utilized descriptive statistical tools such as frequency counts and mean. The inferential statistics used was ANOVA. The academic performance used the following scale: Advanced 96-100, Proficient 90-95, Approaching Proficiency 85-89, Developing 80-84 and Beginning 75-79.

4. Results and Discussion

Performance of the Junior High School Students in Social Studies in 2nd Quarter

Table 1. Performance of the Junior High School Students in Social Studies in the 2nd Quarter

Performance of the Junior High School Students in Social Studies in 2nd Quarter	<i>f</i>	%
96 - 100 (Advanced)	0	0.00
90-95 (Proficient)	2	8.33
85-89 (Approaching Proficiency)	15	62.50
80-84 (Developing)	7	29.17
75-79 (Beginning)	0	0.00
Total	24	100.00
Mean = 86.00 (Approaching Proficiency)		

Table 1 presents the Performance of the Junior High School Students in Social Studies in the 2nd Quarter before the utilization of Edublog. Majority of the teacher-respondents obtained a class average grade of 85-89 (Approaching Proficiency) with 15 or 62.50%; 7 or 29.17%, from 80-84 (Developing); 2 or 8.33% (Proficient), nobody obtained the grade 75-79 (Beginning) and 96-100 (Advanced). The computed mean of Academic Performance was 86.00 with qualitative interpretation of Approaching Proficiency.

Social Studies teachers' instructional or pedagogical competencies are instrumental to the effective implementation of social studies curriculum in secondary schools [13]; de Guzman & Ecle [11] and the best way to learn and perceive natural phenomena of the real world in a particular discipline should be based on an effective pedagogy, instructional material and content knowledge of teachers [14]. The study of Chumdari, et al. [15] implied the necessity for school teachers to implement Social Studies approaches and models in order to enhance students' learning outcomes in the dimensions of character, knowledge and skills. For Park, et al. [16], the affective factors provide a driving force for action, where learners initiate and direct purposeful behavior so they can evaluate their progress toward their goal.

Performance of the Junior High School Students in Social Studies in 2nd Quarter

Table 2. Performance of the Junior High School Students in Social Studies in the 3rd Quarter

Performance of the Junior High School Students in Social Studies in 3d Quarter	<i>f</i>	%
96 - 100 (Advanced)	0	0.00
90-95 (Proficient)	13	54.17
85-89 (Approaching Proficiency)	11	45.83
80-84 (Developing)	0	0.00
75-79 (Beginning)	0	0.00
Total	24	100.00
Mean = 89.98 (Proficient)		

Table 2 indicates the Performance of the Junior High School Students in Social Studies in 3rd Quarter, majority of the teacher-respondents obtained a class average grade of 90-95 (Proficient) with 13 or 54.17%; 11 or 45.83%, from 85-89 (Approaching Proficiency), nobody obtained the grade 75-79 (Beginning), 80-84 (Developing) and 96-100 (Advanced). The computed mean of academic performance was 89.98 with qualitative interpretation of Proficient. With the students' utilization of the edublog in Grade 7 Social Studies during the remote/distance learning, the performance of the students in the Third Quarter school year 2021-2022 improved from Approaching Proficient to Proficient. This improved academic performances of the students were attributed to the usage of Edublog by the Secondary teachers in teaching Grade 7 Social Studies. Moreover, with this academic performance result, the educational blog can now be considered an effective e-learning material in enhancing teaching and learning process of Secondary Social Studies.

Adu, Galloway & Olaoye's [17] study reported that there were significant main effects of treatment on students' achievement and attitude of learning activities presented and learning materials used in teaching Social Studies. According to Smirnova [18] improvised learning material helps teachers and students to gain an understanding of economic concepts and improve pedagogy. In the study of Vasiliki, Panagiota & Maria [19], teaching Social Studies in this twenty-first century requires teachers to implement effective materials and technology-integrated teaching and learning teaching and providing ongoing support to learners.

During this remote/distance learning, ICT driven instructional material like edublog have a significant positive effect on learning, Burbules, Fan & Repp [20] mention that ICT can enable the use of modern technology in the distance-learning process. Therefore, Saxena, Baber & Kumar [21] suggest that an e-learning approach could improve online-based learning during the COVID 19 period where students migrated to off-campus learning. The use of

technology as a pedagogical process is a mechanism for implementing effective learning [22]. The main purpose of education is to develop students' knowledge, skills, and learning competencies.

Usefulness of Edublogs for Secondary Social Studies

CONTENTS

Table 3. Usefulness of Edublogs for Secondary Social Studies as to Contents

Content	WM	Qualitative Rating	Rank
1. Content is suitable to the learners' level of development.	3.40	Very Useful	1
2. The content of each lesson is directly relevant to the defined objectives.	3.35	Very Useful	3.5
3. The content of the lesson is simple and easy to understand.	3.35	Very Useful	3.5
4. The content provides for the development of the higher cognitive skills.	3.25	Useful	6.5
5. The content enhances creativity and innovation & communication and collaboration.	3.36	Very Useful	2
6. The content is free of ideological, cultural, religious, racial, and gender biases and prejudices.	3.25	Useful	6.5
7. The content enhances development of desirable values and traits.	3.23	Useful	8
8. The content has the potential to arouse interest of the students.	3.34	Very Useful	5
Overall Weighted Mean	3.32	Very Useful	

In the Content dimension/feature of the Edublog, indicator 1; Content suitable to the learners' level of development was ranked 1st (WM=3.40) and obtained an interpretation of Very Useful. The appraised edublog caters to the needs of the students. Any learning materials and activities should aligned to the learning competencies in Social Studies. More importantly, these learning materials/tools promotes meaningful learning experiences and ensures student development. Content interaction between learners contributes predominantly towards the successful realization of expected learning outcomes. For

Kumar, Saxena & Baber [23], in order to satisfy the learners and to impart them quality knowledge and education, e-learning content comprising of excellent learning and website content is paramount importance. Ali, Eassa & Hamed [24] assured the power of e-learning material in delivering e-content for learners in a way that fitting their needs, and learning styles, which helps improve the process of students' acquisition of knowledge, experiences and develop their higher thinking skills. As stated by Lee, Song & Hong [25] e-learning tool like edublog produces constructive learning outcomes, as it allows students to actively participate in learning at any time and any place.

Indicator 5, the content enhanced creativity, innovation, communication, and collaboration was ranked 2nd (WM=3.36) and was interpreted as Very Useful. Edublogs stimulate communication due to the flexibility they provide students in expressing their ideas and thoughts. It promotes self-expression, improves student writing, and 21st-century skills like analysis and critique. Moreover, Edublogs exercise students' creativity. Students in Social Studies can be more creative in customizing the themes, selecting relevant images or videos, and designing the layout. Baharuddin & Mohamad [20] pointed out that effective implementation of Edublogs would occur when the medium is fully utilized in promoting successful communication and interaction between the users through the sharing, feedbacks, and discussions. Ruzmetova [26] suggested that e-learning tools and environments, develop critical thinking, metacognitive thinking, and focuses on creative skills, such as discovery and innovation, and practice. Ruzmetova [26] states that students have a positive response to cooperative learning type think talk write using Edublogs.

The indicators which obtained the least weighted means (WM=3.25 ranked 6.5th) were Indicator 6, Content is free of ideological, cultural, religious, racial, and gender biases and prejudices and indicator 4, The content provides for the development of the higher cognitive skills. Means of these indicators were interpreted as Useful respectively. Indicator 7, Content enhances the development of desirable values and traits, was ranked 8th with a weighted mean of 3.23 also interpreted as Useful. The assessed content in the e-learning material in the Social Studies lesson was free from discrimination, promoted equality and set aside stereotypes. More importantly, focused on the development of desirable values and traits. Learning activities encourage diversity in learning and create an environment concerning learners' differences. The teachers' assessment on the study of Lazo & de Guzman [8] found the usefulness of a learning material on aspects focused on the development of desirable values and traits and more importantly the material is free of ideological, cultural, religious, racial, and gender biases and prejudices. The content part of the e-learning material is also vital since it caters and helps the teachers to achieve what

the Social Studies program aims for. On Sarmiento [27] learning and intervention materials need to have adequate presentation of discussion/texts of Social Studies content. Vergara [28] stressed that these contents and other concepts are discussed accurately, objectively and with no impartialities and allows contribution and explanation of ideas, concepts and points presented are well-explained. The Overall Weighted Mean was 3.32 with Qualitative Rating of Very Useful.

FORMAT

Table 4. Usefulness of Edublogs for Secondary Social Studies as to Format

Format	WM	Qualitative Rating	Rank
1. The format is well-organized, which makes the lessons more interesting.	3.34	Very Useful	1
2. The lay-out is arranged in a logical and sequential order.	3.29	Very Useful	4
3. The font and styles are in appropriate size and are readable.	3.27	Very Useful	6
4. The key points and key concepts are well highlighted to focus attention while reading.	3.25	Very Useful	8
5. The titles and subtitles and concepts and sub concepts are clearly defined.	3.27	Very Useful	6
6. The text, video, images and other media are properly laid out for easy reference.	3.31	Very Useful	3
7. The choice, utilization, and combination of color are appropriate.	3.26	Very Useful	7
8. The format allows easy access of edublog's contents and features.	3.32	Very Useful	2
Overall Weighted Mean	3.29	Very Useful	

For the dimension or feature Format, were indicators 1. Format is well-organized, which makes the lessons more interesting. This indicator was ranked 1st with a weighted mean (WM) of 3.34 and the appraisal was interpreted as Very Useful. The well-organized format of edublog encourages student motivation and good performance, making the lesson more interesting. It is beneficial to cultivate student motivation and enhance opportunities for more effective learning. When a format is

well-designed so that the learning goals align with activities and assessments, it can help students develop conceptual awareness, learn to synthesize ideas, and begin constructing their knowledge. As cited by Ramos, de Guzman & Rico [29] Proper format in a learning material is very important, well- organized lesson makes a learning material interesting and easy to read.

Followed by Indicator 8, allowing easy access of Edublog's contents and features, and was ranked 2nd with a weighted mean (WM) of 3.32, also interpreted as Very Useful. The Edublogs for Social Studies were very useful because the contents and features were very accessible. Its user-friendly interface allows learners to open and navigate through the content of the e-learning material. Research of Amin [30] claimed that the attractiveness of the design blog, insertion of appropriate contents, videos, easy searching format and selection of contents improved the students' knowledge on the specific topics. According to Lazo & de Guzman [8] that the 21st century teaching skills are effectively integrated technologically; technological literacy is being processed and being enhanced through different activities given by teachers.

The indicators which obtained the least weighted means were Indicator 3, Font and styles are in appropriate size and are readable, and indicator 5, Titles and subtitles and concepts and sub concepts are clearly defined (WM=3.27) and interpreted as Very Useful respectively. Font and styles of the edublog in Social Studies were appropriate in size and readable, titles and subtitles were clear and essential concepts were well highlighted. These indicators were least from the rank, however, they still were appraised by the respondents as very useful. Erol [31] concluded that Social Studies teachers reflected that enjoyable activities, videos, animations or clips could make e-learning material more attractive for social studies students and help them to overcome the perception that the social studies course is boring and full of theory and learning by heart. The overall mean was 3.29 with the qualitative rating of Very Useful.

PRESENTATION AND ORGANIZATION

Table 5. Usefulness of Edublogs for Secondary Social Studies as to Presentation and Organization

Presentation and Organization	WM	Qualitative Rating	Rank
1. The presentation is engaging and understandable that allows active learning.	3.37	Very Useful	2
2. The presentation of contents is stimulating and challenging to learners.	3.33	Very Useful	3

3. The presentation of each lesson is interesting that catches attention of students.	3.39	Very Useful	1
4. The presentation of contents and features is logical and sequential.	3.24	Useful	6.5
5. The directions for the learning activities are clearly presented and discussed.	3.24	Useful	6.5
6. The length of sentences is suited to the comprehension level of the students.	3.25	Useful	4.5
7. Vocabulary level is adapted to target student's likely experience and level of understanding.	3.20	Useful	8
8. It engages and challenges students' critical thinking.	3.25	Useful	4.5
Overall Weighted Mean	3.28	Very Useful	

For the dimension or feature Presentation and Organization, indicator 3 was ranked 1st, stating that the presentation of each lesson is interesting that catches the attention of students. This indicator obtained the highest mean of 3.39 and the appraisal was interpreted as Very Useful. The presentation and organization dimension/feature of the Edublog was presented creatively and catches students' attention. The colors used, pictures, and various multimedia in the material were found very useful where it promotes motivation and engagement among learners. Edublog is a digital platform that created a learning environment that motivates and excites students. Kumar, Saxena & Baber [23] stated that grabbing and holding the attention of students needs quality in e-learning. Educators can learn to get students' attention by applying student-centered strategies adapted for digital platforms like edublog. Mubaro, Fujiyanti & Pratama [32] indicated that the increasing use of technology in the learning community provides opportunities for learners to gain wonderful experience and improved motivation.

Indicator 1, Presentation is engaging and understandable that allows active learning was ranked 2nd with a weighted mean (WM) of 3.37. The appraised Edublog helped students engaged in learning to promote active learning. Through active learning, students achieve higher grades based on their enhanced skills and understanding. Pandemic challenged educators to find new ways to engage students. Schools and teachers adopted new technologies, while students faced adverse psychological effects of isolation, restlessness and inattention brought on by quarantine and remote learning. Student engagement is the degree to which students consciously engage with a

course's materials, other students, and the instructor [33]. Student engagement is significant for keeping students engaged in the course and, as a result, in their learning [32].

The indicator that obtained the least weighted mean was Indicator 4, the presentation of contents and features is logical and sequential, and Indicator 5, the directions for the learning activities are clearly presented and discussed and were both ranked 6.5th with a weighted mean (WM) of 3.25 interpreted as Useful, respectively. Indicator 7, Vocabulary level is adapted to target student's likely experience, and level of understanding was ranked 8th with a weighted mean (WM) of 3.20, also interpreted as Useful. Edublog in Social Studies possessed logical, sequential presentations, which are essential in presenting contents and concepts in teaching. Students clearly and easily understand directions for the learning activities and discussion of the lesson in Social Studies. The selection and use of words were suitable for students' understanding. Study from Lazo & de Guzman [8] a learning material in Social Studies promotes engaging learning activities and real-life situations and having varied appropriate sentences and paragraph which are encouraging and motivating on the part of the students. Cheng & Abu Bakar [34] recommended the use of varieties of teaching strategies that consider students' learning ability, setting the learning environment conducive for engaging and meaningful learning. The main purpose of education is to develop students' knowledge, skills, and learning competencies. The Overall Weighted Mean was 3.28 with Qualitative Rating of Very Useful.

USABILITY

Table 6. Usefulness of Edublogs for Secondary Social Studies as to Usability

Usability	WM	Qualitative Rating	Rank
1. Edublog motivates the students to study Social Studies.	3.24	Useful	4.5
2. Edublog considers students' level of skills, interest and abilities.	3.25	Useful	2.5
3. Edublog strengthens teaching approaches, strategies and techniques in Social Studies.	3.28	Very Useful	1
4. Edublog shows relevance to the socio-cultural, political, and economic issues at present.	3.23	Useful	6.5
5. Edublog contents is compatible to the requirement of the Social Studies Program.	3.24	Useful	4.5
6. Edublog is compatible to	3.20	Useful	8

the lessons to the allotted time frame.			
7. Edublog is useful, easy-to-use, and convenient.	3.25	Useful	2.5
8. Edublog reinforces the educators of their needs to be competent and innovative.	3.23	Useful	6.5
Overall Weighted Mean	3.24	Useful	

Indicator 3, Edublog strengthens teaching approaches, strategies and techniques in Social Studies was ranked 1st with a weighted mean (WM) of 3.28 was appraised by the Social Studies teachers as Very Useful.

The assessed e-learning material showcased the use of various methods, devices, and teaching techniques. Make use of a suitable method for making the teaching and learning process meaningful, purposeful, exciting and effective during remote learning. The use of Edublog train the students in the techniques of self-study and acquiring knowledge through personal effort or intuition, further enhanced. The e-learning material like Edublog was instrumental as it strengthened teaching approaches, strategies and techniques in Social Studies. Learning material strengthens the benefits of different learning tasks and activities, teaching approaches, strategies and techniques [27]. Mestiola, Naquita & Tantengco [35] stated new strategies and teaching skills has evolved and continuously developing that teachers can use for effective teaching. Study from Singh, Gupta, & Guswami [36] find out that the most effective learning is achieved through a structured combination of different approaches like online learning through such tools as Edublogs, face to face instruction self-study material and so on. These things are somewhere deficient in our conventional education. By giving students access to the technology tools like weblog (Edublogs) teachers can give students the opportunity to share what they learn collaboratively with their teachers and also with their peers. Blog technology enables students to actively collaborate in the formation of new content rather than consume the existing content. This technology promotes a flexible approach to learning.

Following Indicator 2, Edublog considers students' level of skills, interest and abilities and indicator 7. Edublog is useful, easy-to-use, and convenient was both ranked 2.5th with a weighted mean (WM) of 3.74, interpreted as Useful, respectively. The appraised edublog incorporated different modalities such as articles, videos, models, and opportunities which ensure that every student can connect with the topic. The rapid development of technology and the application of various media have changed the world of work and education. Education sector can overcome problems by altering the teaching material delivered by

teachers to include images, animation or videos and by applying learning approaches that involve students.

Indicator 4, Edublog shows relevance to the socio-cultural, political, and economic issues at present, and indicator 8, Edublog reinforces the educators of their need to be competent and innovative, ranked 6.5th with the weighted mean (WM) of 3.23, interpreted as Useful. Indicator 6, Edublog is compatible with the lessons to the allotted time frame, ranked 8th with a weighted mean of 3.20, also interpreted as Useful. The study of Erol [31] showed that positive attitude towards teaching Social Studies believed e-learning materials to be contributing to the instruction of social studies. This particular e-learning tool is useful as it reinforces teachers to be competent and innovative. The Overall Weighted Mean was 3.24 with a Qualitative Rating of Useful.

Analysis of Variance on the Difference in the Appraised Edublogs for Social Studies Lessons

Table 7. Difference in the Appraised Edublogs for Social Studies Lessons

Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Between Groups	0.34	3	0.11	0.78	Do not Reject Ho Not Significant
Within Groups	133.03	420	0.32		
Total	133.37	423			

Table 7 shows the Analysis of Variance to test differences in the Appraised Edublogs for Secondary Social Studies Lessons manifested on the computed Sig. P-value (0.78) was higher than 0.05 alpha level of significance, therefore, do not reject the hypothesis. There is no significant difference in the appraised usefulness of the Edublogs for Grade 7 Social Studies lessons in terms of Content, Format, Presentation and Organization, and Usability. Teacher-respondents believed that Edublog was very useful to enhance the teaching and learning process in Social Studies.

The use of blogs helped students to develop their digital literacy, to enhance their social and civic skills, and increase their motivation. The articulation of these technological and methodological innovations allows educators to create learning scenarios supported by implementing these social networking sites that students use on a daily basis, and to convey good quality content that students are interested in commenting on and sharing [12]. Findings of Amin, et al. [30] also revealed that e-learning effectiveness such as blog impacts student's ability to acquire more knowledge. Al-Khamaiseh [30] aimed showed that the effectiveness of the educational platforms used in

Enhanced Edublogs for Secondary Social Studies developed based on the result of appraised usefulness of the e-Learning Material/Tool

Based on the findings, the researcher concluded that:

The following recommendations were advanced based from the foregoing conclusions of the study.

6. Acknowledgment



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